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ABSTRACT

A pilot study was conducted to determine whether a computer-generated attendance monitoring system at Vincennes University (Indiana) could increase the academic success of developmental students and of students in two occupational programs currently having high attrition rates. The matched-classes pilot study was conducted during the fall semester of 1989. Ninety-six independent t-test comparisons of experimental and control populations (total N=7,249) showed that the number of D/F grades was significantly reduced in the experimental group. experimental group. The impact was greatest on developmental students and among classes scheduled at 8:00 a.m. The proportion of D/F grades among developmental mathematics students was found to be 17% less among the test group and the pass rate 13% greater. The D/F proportion in another developmental course was 12% lower than fall 1988, and the success rate (grades A, B, C) was 10% higher than last year for both the 1989 experimental and control populations. In regard to the 8:00 a.m. classes, a 31% decrease in D/F grades and 33% increase in "pass" grades were realized in developmental math classes. An increase of about 5% in success rate was realized for test students in all pilot study courses taught at 8:00 a.m. or in the evening. Positive reactions were received by both parents and academics. Contains a 16-item bibliography. (GLR)

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Use of an Attendance Notification System to Improve Student Success and Retention

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Paper presented at the 1991 AIR FORUM
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for Management Research, Policy Analysis, and Planning

This paper was presented at the Thirty-First Annual Forum of the Association for Institutional Research held at The Westin St. Francis, San Francisco, California, May 26-29, 1991. This paper was reviewed by the AIR Forum Publications Committee and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC Collection of Forum Papers.

Jean Endo
Chair and Editor
Forum Publications Editorial
Advisory Committee

Attendance Notification System:
Improving Student Retention and Success

ABSTRACT: Based upon the results of 96 independent t-test comparisons of Experimental and Control populations, it can be said that the Class Attendance Monitoring System significantly reduced the number of D/F grades received by students in the experimental population.

The impact was greatest on Developmental Students. The proportion of D/F grades among Developmental Mathematics students (SMA 009) was found to be 17% less among the test groups and the pass rate 13% greater. The D/F proportion in HEW 009 was 12% lower than fall 1988 and the success rate (Grades A,B,C) was ten percent higher than last year for both the 1989 experimental and control populations.

The impact was found to be greatest among classes scheduled at 8:00 A.M., where a 31% decrease in D/F grades and 33% increase in "pass" grades were realized for SMA 009 classes. An increase of about 5% in success rate was realized for test students in all pilot study courses taught at 8:00 A.M. or in the evening.

Response from parents has been almost wholly positive, with many of them writing or calling the President or Dean of Students to express their gratitude and/or to find out how to contact the instructor.

Response from academic advisors has also been very positive. They now periodically receive lists of their advisees who have been notified of attendance problems in other classes. This is the first time information about courses outside the major has been systematically available to advisors.

The system has been implemented campus-wide spring semester 1990. Further research concerning changes in retention rates and course-specific success factors will be conducted.

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May 1991

Improving Student Success and Retention: Attendance Notification System

ABSTRACT: A matched-classes pilot study was conducted during fall semester 1989 to determine whether a computer-generated attendance-monitoring system could increase the academic success of developmental students and of students in two occupational programs with currently high attrition. An overall decrease in the proportion of D/F grades among the test population was attained. A 15% increase in the success rate (grades A/B/C) in developmental mathematics and an increase of over 30% in the success rate of students enrolled in classes beginning at 8:00 A.M. were realized in this project.

Introduction

The days of the 1960's when students were "permitted to fail" in higher education has given way to a new focus on doing what is possible and feasible to increase each student's chances for success. For at least the past five years at Vincennes University, Indiana's only comprehensive two-year college, about one-third of the new full-time students find themselves experiencing some degree of academic difficulty at the end of their first semester of full time study. What can be done to increase success and yet be certain there is no grade inflation?

Review of the Literature

There does not appear to be a coherent body of literature regarding student "success" in higher education. For many years the National Center for Educational Statistics has published program completion (graduation) data. In the mid-1970's many institutions began monitoring their own program completion rates, but this information was seldom shared outside the college or univer-

sity. Since at least 1986 The American College Testing Center (ACT) has compiled comparative national dropout rates as well as national graduation rates by type of institution and by level of admissions selectivity. There is currently under way a major national emphasis on "outcomes assessment" as a comprehensive entity for monitoring and improving student success.

It is well established, both from elementary/secondary studies and college/universities studies, that students who do not experience academic success are most likely to withdraw from school before completing their programs of study. Early research in college attrition focused on conceptual and predictive models of dropouts. The characteristics of students who are likely to drop out from school are well established (Tinto 1987; Astin 1975; Roueche 1986; Noel 1987): Students who are academically under-prepared; those with uncertain or unrealistic academic goals; first-generation college-attenders; low-income students; students who commute; and returning learners are students at risk of experiencing academic failure.

Retention literature then shifted to action-oriented responses, to what could be done to enhance the likelihood of academic success. Noel and associates (1987) provide specific guidelines for improving the admissions process, financial aids, orientation programs, academic advising, career planning and counselling, residence halls and student activities, teaching and learning, and learning assistance programs.

Tinto (1987, 149) discusses "what works" in retaining students, especially during the critical first semester when decisions to leave college are most frequently made. "Transition programs" are designed to assist individuals overcome the social and academic difficulties associated with making the transition to college. The University of Texas - Austin Cognitive Learning Strategies Project (Weinstein, 1988) identified six categories of differences

between the high school and the college environment. These differences lie in (1) the academic environment; (2) grading; (3) knowledge acquisition; (4) support; (5) stress; and (6) responsibility.

The active component in learning begins at Bloom's lowest cognitive level, the act of attending, or just "being there." The age-old student question "I can't be in class today; will I miss anything?" is the frequent reminder that in many institutions (such as VU) most students (still in their teens) are faced with the task of living on their own for the first time without the reassuring aid of their parents. Attendance is the lowest-- and most basic--cognitive level, but it is crucial to the learning process if instructional activities that require the presence of students' minds and bodies are planned and carried out. Engagement in classroom activities can only occur if the student is physically present!

O'Banion (1989, 50) describes a telephone procedure intended to improve student retention rates at Central Oregon Community College. "FUD" (The Follow-up Desk) is staffed by faculty members whose tasks are to to call students who have missed a class or two (from lists prepared by the faculty). The college reports significant increases in returning students.

Eastman (1984), studying the relationships between attendance and achievement at the City College of Chicago, found that (1) students who attended class frequently at the beginning of the semester received higher final grades than those who misses classes; and (2) that the attendance and final grades continued to be related to each other over the entire semester. Faculty share these data with students in an effort to strengthen the students' sense of control over course outcomes.

In her lectures as well as her publications, Levitz stresses the need for intrusive action. Once identified, the potential dropout can often be "salvaged" by bringing the student into contact with needed personal or academic support services before the irreversible decision to leave school has been acted upon.

It is in this spirit of enhancing a student's chance for success by making clear our expectations of him that VU has initiated this attendance monitoring project.

Methodology

Common sense tells us that if a student doesn't attend class his chances of success in that class are greatly diminished. Formerly, the Dean of Students sent letters to students as soon as his office was notified of their frequent absences. In spring, 1989, President Summers ask the Dean of Students and the Director of the Management Information Center to devise a notification system that was timely, in compliance with the Family Right to Privacy Act, tied into the Student Information System, and NOT labor-intensive. The result of this planning was a two postcard system, activated when the instructor tore off part of a detachable "ticket".

On the first day of class the system is explained and the student is asked to sign a release card (See Appendix). The computer-generated card already contains the student's name, local and home address, the course and section number, and instructor's name. The card has three perforated sections which are to be torn off by the instructor as absences occur and given to a central clerk. Data entry, requiring no more than eight key strokes, generates two postcards (Appendix) which are sent that day to the student's local ad-

dress and to his permanent (home) address. Section two of the "ticket" generates a second postcard; the third section is used to notify the student that he has been dropped from class for non-attendance.

The system was pilot-tested during fall semester 1989. The purpose of this study is to evaluate the effectiveness this attendance improvement project. The **population** is the Vincennes campus total enrollment fall 1989. The **sample** is five developmental courses (HER 009, HER 011; HEW 009; SMA 009, SMA 011); HEW 101; all of one mathematics instructor's courses; and all except portfolio courses in Broadcasting and Law Enforcement. The total sample size was 7,249.

Using random stratification, the sample was divided into Experimental and Test groups by course section--usually one-half the students. In HEW 101 one-third of the sections were used as test sections. The following outcomes measures were selected:

Proportion of students withdrawing from the course
Proportion of D/F/WF grades
Proportion of Success (grades A/B/C)

Two comparisons were utilized:

Experimental vs. Test sections, both Fall semester 1989
Experimental section Fall 1989 vs. All sections Fall 1988

Statistical significance was determined by means of a two-tailed test for significance of T-values for the difference between independent sample proportions. All reported values are significant beyond the 0.05 level of probability.

Findings

Attendance Improvement Pilot Project

	Experimental	Control Fall 1989	
N=	3,416	3,833	
% D/F/WF	17.27%	19.31%	$p < .01$
% Withdrawals	10.74%	10.10%	
% Success (A,B,C)	69.50%	67.96%	

	Experimental	Control Fall 1988	
N=	3,416	6,930	
% D/F/WF	17.27%	20.01%	$p < .001$
% Withdrawals	10.74%	10.10%	
% Success (A,B,C)	69.50%	67.71%	

Overall, there was found to be a statistically significant decrease in the percentage of D/F/WF grades between the experimental and control groups. There was also a slight (1.5%) increase in success rate but this was not statistically significant.

There is considerable variation within the various programs. The greatest degree of success was noted in the mathematics department with SMA 009, where the success rate was 64.71% for the Control group and 78.42% for the Experimental group. In a similarly, the rate of D/F/WF grades was 12.11% for the experimental group and 29.41% for the control group.

This finding concurs with our understanding of the adjustment to college life of new students, particularly those placing into developmental courses. Not only do they have low academic achievement, but also poor motivation. Extra efforts to show personal interest in their success, such as early personal notification when they begin to miss classes, clearly pays off in increased success.

Similar significant success was not realized in the other developmental courses (HER 009, HEW 009). In the case of Reading, departmental faculty already pay close attention to classroom attendance and have taken it upon themselves to contact the students, as do many departments.

No statistical significance between control and experimental group was attained in the Broadcast and Law Enforcement departments. Department Heads explain that there was a heightened awareness this semester-- among both faculty and students--of the class attendance aspect of success. Perhaps this focus "spilled over" into the Control group (i.e., the "Halo Effect").

Statistical significance was realized in HEW 009 between the fall 1989 Experimental group and the entire HEW 009 class fall 1988. As there was no

significant difference between the Experimental and Control 1989 classes, this suggests that other factors are responsible for this improvement and requires further study. Class size was reduced this year for both HEW 009 and HEW 101. This factor may help explain increases in overall success.

The impact of this program was found to be more pronounced among courses scheduled at less desirable times of the day:

Time of Day - All Pilot Study Courses

"Poor" Times - 8:00 and Evening

	Experimental Fall 1989	Control	
N=	624	687	
% D/F/WF	17.95%	20.09%	
% Withdrawal	9.78%	10.63%	
% Success	68.43%	63.76%	$p < .10$

8:00 AM Only

	Experimental Fall 1989	Control
N=	398	432
% D/F/WF	21.11%	25.00%
% Withdrawal	9.55%	9.72%
% Success	66.83%	62.50%

A program-by-program report follows.

Broadcasting

	Experimental	Control
N=	415	168
% D/F/WF	21.45%	26.19%
% Withdrawal	8.19%	7.74%
% Success	70.36%	66.07%

	Experimental	Fall 1988
N=	415	548
% D/F/WF	21.45%	20.80%
% Withdrawal	8.19%	9.12%
% Success	70.36%	70.07%

Discussion

There is an increase in the success rate of the experimental group but it is not statistically significant. The success rate of the fall 1989 experi- mental group is comparable to the success rate of the entire Broadcast department fall 1988.

The Broadcasting Department Head suggests that there was a "halo effect" this semester within the entire department. Largely because of this project there may have been undue attention on the classroom attendance aspect of the total educational program.

The Department Head further suggests that there appears to be a considerable increase in the demand for broadcasting laboratory assignments spring 1990 semester, suggesting an improvement in first-to-second semester retention among Broadcasting majors. This factor will be further studied.

Law Enforcement

	Experimental	Control
N=	626	557
% D/F/WF	12.62%	12.03%
% Withdrawals	7.35%	7.00%
% Success	79.07%	80.43%

	Experimental	Fall 1988
N=	626	1149
% D/F/WF	12.62%	15.14%
% Withdrawals	7.35%	5.83%
% Success	79.07%	78.15%

Discussion

There is a slight increase in the success ratio of the experimental group over the control group, but it is not statistically significant. Likewise, the lower D/F proportion and higher success of experimental group over last fall entire class is not statistically significant.

The Department Head suggests that, largely due to participation in this pilot project, there may have been, although unintentional, a department-wide focus on this single aspect--classroom attendance--of the total educational experience.

Further analysis of the data suggests some disparity among faculty teaching the same course. It may have been somewhat easier to receive a passing grade from one instructor. Students may have been more likely to withdraw from a course taught by another instructor. This situation requires further study at the Departmental level.

Reading

HER 009

	Experimental	Control
N=	203	208
% D/F/WF	9.85%	8.17%
% Withdrawals	11.82%	9.62%
% Success W/O DE	68.97%	69.71%
% Success with DE	78.33%	82.21%

	Experimental	Fall 1988
N=	203	364
% D/F/WF	9.85%	7.69%
% Withdrawals	11.82%	9.07%
% Success W/O DE	68.97%	70.88%
% Success with DE	78.33%	83.24%

HER 011

	Experimental	Control
N=	455	437
% D/F/WF	3.08%	4.35%
% Withdrawals	7.03%	6.86%
% Success W/O DE	78.02%	74.37%
% Success with DE	89.89%	88.79%

	Experimental	Fall 1988	
N=	455	903	
% D/F/WF	3.08%	7.75%	$p < .001$
% Withdrawal	7.03%	5.87%	
% Success W/O DE	78.02%	76.63%	
% Success with DE	89.89%	86.38%	

Discussion

There was a significant decrease in the number of D, F, and WF grades in HER 011 in the experimental group this fall, when compared to all HER 011 students fall 1988 but not when compared to the control group this fall. It is possible that the use of the "blue cards" made all of the HER 011 students more cautious about absenteeism. Since the cards were used in half of the sections, it is probable that most of the students were aware of it, and some may have been told that even those classes not using the system were going to be rigorous in enforcing attendance.

No statistical significance was found with HER 009, although somewhat higher withdrawal rates were noted. This was not a surprise to the Department Head, who notes that Reading faculty have traditionally payed very close attention to classroom attendance and were already notifying students as soon as absence became a problem.

Reading department faculty find the "blue card" system more efficient and easier to execute than the manual system previously used by the department. The immediate follow-up done by the computer alerts the student sooner than his absence may be detrimental to his academic progress.

English

HEW 009

	Experimental	Control
N=	214	233
% D/F/WF	19.63%	21.89%
% Withdrawals	13.08%	12.02%
% Success	66.36%	65.67%

	Experimental	Fall 1988	
N=	214	418	
% D/F/WF	19.63%	31.58%	$p < .001$
% Withdrawals	13.08%	11.72%	
% Success	66.36%	56.46%	$p < .02$

HEW 101

	Experimental	Control
N=	800	1563
% D/F/WF	20.13%	20.41%
% Withdrawals	10.25%	9.79%
% Success	69.38%	69.48%

	Experimental	Fall 1988
N=	800	2205
% D/F/WF	20.13%	20.86%
% Withdrawals	10.25%	10.43%
% Success	69.38%	68.53%

Discussion

It is possible that the use of the "blue cards" made all of the HEW 009 students more cautious about absenteeism. Since the cards were used in one- half of the sections, it is probable that most of the students were aware of the system. This awareness may have induced the reduction in the D/F/WF rate.

The ten percent improvement in success rate this year in HEW 009 may be related more to reduction of class size than to implementation of this pilot project. In fall 1988 average class size in HEW 009 was 18.9; in fall 1989 it was 16.4. A similar reduction in class size in HEW 101 (23.7, fall 1988, 23.7; fall 1989, 20.5) is associated with a smaller and not statistically significant increase in success rates.

The Division Chair notes that English faculty are "boot-strappers" and probably have used the F in the past as much as the W to deal with attendance. If so, the decrease in D/F/WF grades would suggest that that practice had been replaced by greater attendance by the students. Since the W rate is just a little higher than in 1988, maybe more faculty were just more conscientious about attendance in general.

While there was disappointment that the project had so little impact on HEW 101, there was no real surprise. That course is standards-driven, and attendance is not so troublesome a problem there. The work comes at the student at such an even pace that few students are absolutely overwhelmed if they are still in the class after the testing during Drop and Add week. In fact, that the number of W's was not up despite the spotlight being directed on attendance may even imply that students did improve their attendance. Otherwise, sheer vigilance alone should have pushed the W rate up a point or two, instead of the marginal decrease.

Mathematics

SMA 009

	Experimental	Control	
N=	190	204	
% D/F/WF	12.11%	29.41%	$p < .001$
% Withdrawals	8.42%	5.39%	
% Success	78.42%	64.71%	$p < .01$

	Experimental	Fall 1988	
N=	190	448	
% D/F/WF	12.11%	27.01%	$p < .001$
% Withdrawals	8.42%	7.37%	
% Success	78.42%	65.40%	$p < .001$

SMA 011

	Experimental	Control
N=	136	164
% D/F/WF	34.56%	42.07%
% Withdrawals	19.85%	12.80%
% Success	45.59%	43.90%

	Experimental	Fall 1988
N=	136	275
% D/F/WF	34.56%	36.00%
% Withdrawals	19.85%	15.64%
% Success	45.59%	48.00%

SMA 012

	Experimental	Control
N=	377	299
% D/F/WF	30.50%	31.44%
% Withdrawals	20.69%	24.08%
% Success	48.81%	44.48%

	Experimental	Fall 1988
N=	377	620
% D/F/WF	30.50%	30.48%
% Withdrawals	20.69%	22.74%
% Success	48.81%	46.45%

Mathematics (continued)

SMA 009 - All Sections

	Experimental	Control	
N=	190	204	
% D/F/WF	12.11%	29.41%	$p < .001$
% Withdrawals	8.42%	5.39%	
% Success	78.42%	64.71%	$p < .01$

SMA009 by Homogeneous Grouping

SMA 009 - "Low" Grouping

	Experimental	Control
N=	13 (1)	79 (6)
% D/F/WF	23.08	39.24%
% Withdrawals	7.69%	6.33%
% Success	69.23%	54.43%

SMA 009 - "Middle" Grouping

N=	82 (6)	36 (3)
% D/F/WF	15.85%	19.44%
% Withdrawals	7.32%	2.78%
% Success	76.83%	77.78%

SMA 009 - "High" Grouping

N=	76 (5)	49 (3)
% D/F/WF	6.58%	14.29%
% Withdrawals	11.84%	4.08%
% Success	78.95%	79.59%

SMA 009 - "Mixed" Grouping

N=	11 (1)	40 (3)
% D/F/WF	0	37.50%
% Withdrawals	0	7.50%
% Success	100 %	55.00%

Comparison for a Single Instructor

One Instructor's Classes

	Fall 1989	Fall 1988	
N=	166	184	
% D/F/WF	27.11%	20.11%	
% Withdrawals	19.88%	18.48%	
% Success	53.01%	61.41%	

Comparison by Class Time-of-Day

SMA 009 - "Poorest" class time (8 AM, evening)

N=	41 (3)	53 (4)	
% D/F/WF	7.32	39.62%	$p < .001$
% Withdrawals	2.44%	7.55%	
% Success	85.37%	52.83%	$p < .001$

SMA 009 - "Best" class time (10, 11 AM; 1,2,3 PM)

N=	108 (8)	108 (8)	
% D/F/WF	16.67%	25.93%	
% Withdrawals	10.19%	3.70%	
% Success	73.15%	69.44%	

SMA 009 - "Next Best" class time (9 AM, Noon, 4 PM)

N=	41 (3)	43 (3)	
% D/F/WF	4.88%	25.58%	$p < .01$
% Withdrawals	9.76%	6.98%	
% Success	85.37%	67.44%	$p < .05$

Discussion

The most pronounced impact of this project was found in the Mathematics Department, where a decrease of over 17% in D/F grades and an increase of 13.7% in success rates was realized in SMA 009. It should also be noted that the mathematics faculty were most sensitive to the rigors of experimental design and went out of their way to teach the control sections as precisely as possible as they did last year, giving no special emphasis to the class attendance aspect of success.

As students are placed into SMA 009 sections by homogenous grouping, mathematics faculty asked that this course be analyzed by grouping as well. No statistical significance was found when SMA 009 sections were analyzed by grouping. The experimental design was not well balanced when analyzed by grouping. There was only one experimental section for the "low" and "mixed" grouping. Furthermore, the "middle" grouping is actually a composite of "low-middle" and "high-middle" groups.

Because of the extraordinary success of the attendance project with SMA 009, an analysis of success by class time-of-day was conducted. The system was found to be most effective during the "poorest" class times (8:00 A.M. and evening classes). Significance was also found for the "next best" class times (9:00 A.M., Noon, 4:00 P.M.) but not for the "best" class times (10:00, 11:00 A.M.; 1:00, 2:00, and 3:00 P.M.

A twelve percent decrease in the proportion of D/F/W grades in the experimental sections for SMA 011 was found. Due to relatively small sample size the difference in proportions was not statistically significant. The four percent increase in proportion of experimental-section students earning an A, B, or C in SMA 012 was similarly not statistically sig- nificant.

The mathematics study also compared all the sections taught by one faculty member this year with his entire teaching schedule fall 1989. Although there was a relatively large change in success rate for this instructor's courses this fall over last fall, the change was not statistically significant.

Many other factors could have contributed to the increase in success rate in SMA 009. No attempt was made to control for instructor and delivery differences. Since all SMA 009 sections meet four times per week it was not necessary to control for Monday/Wednesday/Friday vs. Tuesday/Thursday scheduling. Likewise, the assumptions was made that all classroom sites were of equal quality and desirability.

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APPENDIX

Attendance Monitoring Card - Front Side

(Local address correction, if necessary, is requested)

Date Term FALL 89

S.S.# Birth Date

NAME PERMANENT (HOME) ADDRESS

MAJOR

CLASS AND SECTION

INSTRUCTOR

Please print Vincennes/local address information below.

Street _____

Apt. # _____

City/State/Zip _____

Local Phone _____ - _____ - _____

_____

FALL 89	FALL 89	FALL 89
SSN	SSN	SSN
NAME	NAME	NAME
Birth Date	Birth Date	Birth Date
Class & Sect	Class & Sect	Class & Sect

GRADE

W WF

Instructor Signature

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Attendance Monitoring Card - Reverse Side

Student signature is requested on the Student Release Form

STUDENT RELEASE FORM

Did your parents or legal guardians claim you an an exemption on their income tax for the last year?

_____ Yes _____ No

If the answer is NO, please respond to the following: I authorize the release of my student records to my parents or legal guardians.

_____ Yes _____ No

The professor of this class may communicate with prospective employers concerning me.

_____ Yes _____ No

_____ Date _____ Signature

Instructor Use Only

Notice #1 ____/____/____

Notice #2 ____/____/____

Drop ____/____/____ Grade _____

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Sample of First Postcard - Sent to Permanent and to Local Addresses

Dear Student,

This is to notify you of an attendance problem in the course or courses listed under your address on this postcard. Your instructor has indicated concern over the amount of absences in the class and that your lack of proper class attendance is affecting your grades in the class. It is only through proper class attendance that you will be successful in your educational endeavors at Vincennes University. Studies conducted at the University indicate there is a direct correlation between academic success and class attendance. You should immediately contact your instructor to resolve this matter.

Tim Weaver
Dean of Students

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Dear Student,

This is to notify you of an attendance problem in the course or courses listed under your address on this postcard. Your instructor has indicated concern over the amount of absences in the class and that your lack of proper class attendance is affecting your grades in the class. It is only through proper class attendance that you will be successful in your educational endeavors at Vincennes University. Studies conducted at the University indicate there is a direct correlation between academic success and class attendance. You should immediately contact your instructor to resolve this matter.

Tim Weaver
Dean of Students

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Sample of Second Postcard - Sent to Permanent and to Local Addresses

Dear Student,

This card represents the second time your instructor(s) have expressed concern over your lack of attendance in the course or courses listed under your address on this postcard. No doubt there are various reasons for absences from class; however, you must deal with this situation now before your education is interrupted because of being dropped from class for non-attendance. You should immediately contact your instructor(s) and your academic advisor and resolve this matter.

Tim Weaver
Dean of Students

Dear Student,

This card represents the second time your instructor(s) have expressed concern over your lack of attendance in the course or courses listed under your address on this postcard. No doubt there are various reasons for absences from class; however, you must deal with this situation now before your education is interrupted because of being dropped from class for non-attendance. You should immediately contact your instructor(s) and your academic advisor and resolve this matter.

Tim Weaver
Dean of Students